



# English Mastery

## English Mastery: Unit of Work Document

### Year 7 Autumn Term

#### *Oliver Twist* by Charles Dickens, Foundation Pathway

	Lesson title	Key knowledge	Teacher notes
<b>Week 1</b>	Victorian England Rich and Poor Workhouses	What changes happened in London in the Victorian era; the difference between the lives of the rich and poor in London; life for the poor in the workhouse.	
<b>Week 2</b>	Charles Dickens Oliver's birth Oliver's time in the workhouse	Charles Dickens' biography and link to the poor experience in London; Oliver's birth and childhood in the workhouse.	
<b>Week 3</b>	'Please Sir' The Sowerberry family Noah	Oliver's banishment from the workhouse; Oliver's time working at the undertakers.	
<b>Week 4</b>	How to write topic sentences Oliver runs away Oliver's journey to London	Composing topic sentences; Oliver running away from the undertakers and his subsequent journey to London.	
<b>Week 5</b>	Meeting Dodger Close analysis of Dodger Fagin's den	Oliver arrives in London and meets Dodger; analysing Dodger's description; Oliver meets Fagin.	
<b>Week 6</b>	A new game Pickpocketing The courthouse	Oliver, without knowing, is being taught to steal by Fagin; Oliver gets arrested after Dodger steals a wallet; Oliver is rescued from the courthouse by Mr Brownlow.	
<b>Week 7</b>	Mr Brownlow Bill Sikes The kidnapping	Oliver is safe with Mr Brownlow; analysing the introduction of Bill and his threat to Oliver; Oliver is kidnapped by Bill and Nancy.	
<b>Week 8</b>	How to choose quotations Breaking in The locket	Selecting quotations; Oliver is forced to join Bill on a break in; Mr Bumble reveals more information about Oliver's past to Mr Brownlow.	
<b>Week 9</b>	Dodger's punishment Nancy's murder Oliver's happy ending	Dodger is transported to Australia; Nancy betrays Bill and is murdered; Bill and Fagin are punished for their crimes; Oliver finds out about his real family and has a happy ending with the Maylies.	
<b>Week 10</b>	Assessment preparation 1 Assessment preparation 2	Selecting quotes and analysing Bill's key scenes; writing an introduction and conclusion.	

# Week 1

## Key vocabulary:

Victorian, era, workhouse, poverty, disease, Dickens.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 1</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>The Victorian era was between 1837 – 1901.</li> <li>The era is named after Queen Victoria.</li> <li>Britain was the most powerful nation in the world at this time.</li> <li>London had a growing population.</li> <li>The growing population led to overcrowding and poor living conditions.</li> <li>Poor living conditions and a lack of hygiene led to disease and death.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> Students to arrange different periods in history in chronological order. Teacher to share correct order and discuss any misconceptions.</p> <p><b>Explanation</b> <b>Teacher to relay the moment when Queen Victoria became queen using the information on the PP slide. Teacher to discuss the length of her reign using the timeline.</b></p> <p><b>Reading activity:</b> <b>Whole class reading of the Victorian era comprehension text as a class. This is also in the student booklet.</b></p> <p><b>Comprehension activity:</b> Students use what they've read to answer the question.</p> <p><b>Discussion:</b> Students discuss the good and bad things about living in Victorian London. Answers are formalised by writing them in the grid which students will come back to next lesson.</p> <p><b>Multiple Choice Quiz</b> <b>Students complete quiz. If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/ask another student to explain correct answer.</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Victorian Era information sheet Task sheet</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 2</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>Rich Victorian people had a comfortable life that included luxuries and entertainment.</li> <li>Poor people had tough lives, often went hungry and had to work hard usually in very physical jobs.</li> <li>Both rich and poor people suffered from and often died from disease.</li> <li>Both rich and poor people had to live in a polluted and congested city.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> Consolidate knowledge from previous lesson.</p> <ul style="list-style-type: none"> <li>When was Victorian England?</li> <li>What happened to London's population in the Victorian era?</li> <li>Can you remember the name of a building that was built during the Victorian era?</li> </ul> <p>Extension What were the differences in the lives of rich people and poor people in Victorian England?</p> <p><b>Modelling</b> Model how to complete the Venn diagram.</p> <p><b>Listening activity</b> students listen to audio clips that recount a day in the life of a rich child and a poor child in Victorian London.</p> <ol style="list-style-type: none"> <li>Play and listen for understanding</li> <li>Play again whilst students complete activity 2, the Venn diagram on page 3 in student booklet.</li> </ol> <p><b>Activity</b> Explain activity 2:</p> <p><b>Modelling</b> Teacher to model reading a picture. You might want to print a copy per student. Suggestions for modelling on PP.</p> <p><b>Application</b> Students complete picture worksheet Take feedback</p> <p><b>Multiple Choice Quiz</b> <b>Students complete quiz. If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/ask another student to explain correct answer.</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Model Venn Diagram Blank Venn Diagram Images Images with notes for teacher Worksheet from Lesson 1 Transcript of audio</p>

# Week 1

## Key vocabulary:

Victorian, era, workhouse, poverty, disease, Dickens.

### Lesson 3

#### Mastery Content

- In Victorian England, poor people weren't given any help like benefits or free medical care.
- Poor people who couldn't get paid work were sent to workhouses.
- The conditions in the workhouses were awful.
- Many people died in the workhouses.
- Dickens thought that workhouses treated poor people like criminals.

#### Lesson guide

##### Do Now

What was life like for poor people in Victorian London?

##### Extension

What was **similar** about the lives of rich and poor people?

##### Recap

Students recap what life was like for Jack who was poor but had a job.

Teacher to underline that today's lesson will focus on people who were poor but unable to work.

##### Reading

Whole class reading of the comprehension text about Victorian workhouses.

##### Comprehension Activity

Students answer the comprehension questions by writing full sentences.

##### Video

Students watch the video about life in workhouses which gives them a more detailed understanding of the kind of work that people would do there.

##### Comprehension Activity

Students discuss the questions and then link the images to what they have found out about in the lesson.

##### Multiple Choice Quiz

Students complete quiz. If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/ask another student to explain correct answer.

#### Resources

Workhouses

# Week 2

**Key vocabulary:**  
novel, childbirth, tough, starvation, corruption

Lesson 4	<p><b>Mastery Content</b></p> <ul style="list-style-type: none"> <li>Charles Dickens had to work in a factory to pay off his father's debts.</li> <li>He was born in Portsmouth.</li> <li>He published lots of his books in magazines as serials.</li> <li>His books were popular in his own lifetime.</li> <li>He lived in the 19<sup>th</sup> century.</li> </ul>	<p><b>Lesson guide</b></p> <p><b>Do Now</b> How do these images show that life in a workhouse was tough? Extension: How did Dickens feel about workhouses? Why?</p> <p><b>Recap</b> Teacher to recap with students what they have learnt about Dickens so far.</p> <p><b>Vocabulary</b> Explicit vocabulary teaching of what a novel is.</p> <p><b>Video and Comprehension</b> Students watch the video and then discuss the questions.</p> <p><b>Reading</b> Whole class reading of document about Charles Dickens.</p> <p><b>Comprehension</b> Students write down their answers to the comprehension questions.</p> <p><b>Discussion</b> Students discuss the images and how they relate to what they have found out today.</p> <p><b>Multiple Choice Quiz</b> Students complete quiz. If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/ask another student to explain correct answer.</p>	<p><b>Resources</b></p> <p>Charles Dickens video Who was Charles Dickens?</p>
Lesson 5	<p><b>Mastery Content</b></p> <ul style="list-style-type: none"> <li>'Oliver Twist' has a sad beginning.</li> <li>The story is about an orphan.</li> <li>An orphan is a child whose parents are dead.</li> <li>Oliver's mother died during childbirth.</li> <li>Oliver started his life in a workhouse.</li> </ul>	<p><b>Lesson guide</b></p> <p><b>Do Now</b> Students read the first two sentences of the story and then answer questions about whether the story is likely to centre on rich or poor people and what might happen to give it a note of sadness.</p> <p><b>Recap</b> Teacher to recap what an orphan is in a little more detail, linking in other famous orphans.</p> <p><b>Reading</b> Whole class reading of Chapter 1.</p> <p><b>Comprehension</b> Students decide how each of the images relate to what they have read.</p> <p><b>Writing</b> Students write a paragraph to answer the question: why is Oliver's life likely to be very difficult? Grammar check slide and model answer follow.</p> <p><b>Thinking point</b> Students think about (or discuss if time allows) how Chapter 1 shows that Dickens didn't like workhouses.</p> <p><b>Multiple Choice Quiz</b> Students complete quiz. If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/ask another student to explain correct answer.</p>	<p><b>Resources</b></p>
Lesson 6	<p><b>Mastery Content</b></p> <ul style="list-style-type: none"> <li>Orphans were given one meal of gruel a day.</li> <li>The majority of their time was spent working washing bottles.</li> <li>Children in the workhouse received harsh punishments.</li> <li>Mr Bumble is an unpleasant man.</li> </ul>	<p><b>Lesson guide</b></p> <p><b>Do Now</b> Students explain what they learnt about where Oliver grew up last lesson.</p> <p><b>Reading</b> Whole class reading of Chapter 2.</p> <p><b>Comprehension</b></p> <ol style="list-style-type: none"> <li>Students discuss and feedback their answers to the questions.</li> <li>Students write down words that describe Mrs Bumble, Oliver and Mr Bumble.</li> </ol> <p><b>Video and comprehension</b> Students watch the video of this very famous scene and discuss what makes Oliver's life difficult.</p> <p><b>Vocabulary</b> Explicit teaching of the word corrupt followed by activities to support students in applying the word to the Bumbles.</p> <p><b>Writing</b> Students write a diary entry as Oliver for this day. Lots of support is provided:</p> <ul style="list-style-type: none"> <li>Model diary entry from Mr Bumble's perspective.</li> <li>Guided planning.</li> <li>Sentence stems.</li> <li>Grammar check slide.</li> </ul> <p><b>Mastery fortnightly quiz</b> It's time for students to complete their first fortnightly quiz. The questions are taken from the last 6 lessons (including this one). Print out a copy of the quiz and ask students to complete the quiz on paper. Remember to record the results on the quiz tracker.</p>	<p><b>Resources</b></p> <p>Mr Bumble's Diary Entry</p>

# Week 3

**Key vocabulary:**  
vulnerable, orphan, undertaker, bully, malicious

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 7</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>Adults in the workhouse enjoy large, rich food.</li> <li>Oliver is taken away by a man called Mr Sowerberry who is an undertaker.</li> <li>If someone is vulnerable they are in a situation where they could be easily harmed.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> Students consider the line 'Please, sir, I want some more' (why he asked for more and what happened to him afterwards).</p> <p><b>Reading</b> Whole class reading of Chapter 3</p> <p><b>Comprehension</b> Students write down their answers to the questions about Chapter 3.</p> <p><b>Discussion</b> Students discuss how the meal the board is eating is different to Oliver's meal.</p> <p><b>Vocabulary</b> Explicit teaching of the word vulnerable followed by:</p> <ol style="list-style-type: none"> <li>1) Consideration of what makes Oliver vulnerable</li> <li>2) Explicit teaching that Dickens thought poor people in Victorian England were vulnerable.</li> <li>3) Why does the Bumble's being corrupt make the orphans vulnerable?</li> </ol> <p><b>Multiple Choice Quiz</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 8</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>Oliver arrives at the undertaker's house.</li> <li>An undertaker is someone who prepares dead bodies for burial.</li> <li>Mrs Sowerberry gives Oliver the scraps of meat that were meant for the dog and it's the best meal he's ever had.</li> <li>Oliver wants to work hard for Mr Sowerberry.</li> <li>Oliver thinks of his mother as he falls asleep among the coffins.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> Which of the words describe Oliver and why? <b>Extension:</b> Which characters do the other words describe and why?</p> <p><b>Recap</b> Students recall what life was like in the workhouse and whether Oliver is sad to leave there.</p> <p><b>Context</b> Explicit teaching of what an undertaker's was followed by discussion about what it would be like to work and sleep there as well as whether it would be a good business in Victorian England.</p> <p><b>Reading</b> Whole class reading of Chapter 4.</p> <p><b>Comprehension</b> Students relate the images to what they have just read.</p> <p><b>Thinking point</b> Students think about the name Sowerberry and how it might be appropriate for this family.</p> <p><b>Multiple Choice Quiz</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 9</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>Oliver is bullied by Noah Claypole.</li> <li>The word malicious and that Noah is a malicious bully.</li> <li>Noah insults Oliver's mother.</li> <li>Oliver hits Noah in a fit of rage.</li> <li>Oliver is thrown in a coffin and Mr Bumble is sent for.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> Use the images to describe what happened in the previous chapter. <b>Extension:</b> Why is the undertaker's a good opportunity for Oliver?</p> <p><b>Recap</b> Which of these words best describe Oliver?</p> <p><b>Reading</b> Whole class reading of Chapter 5.</p> <p><b>Comprehension</b> Students write down their answers to the questions.</p> <p><b>Vocabulary</b> Explicit teaching of the word malicious.</p> <p><b>Writing</b> Students write a paragraph explaining what makes Noah so malicious.</p> <p><b>Multiple Choice Quiz</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>

# Week 4

**Key vocabulary:**  
analytical, escape, journey, to beg

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 10</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>That we will write about 'Oliver Twist' in analytical paragraphs.</li> <li>The first sentence of an analytical paragraph is often called a point.</li> <li>A point should:             <ol style="list-style-type: none"> <li>Answer the question</li> <li>Say something accurate</li> <li>Focus on one thing</li> </ol> </li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> Students choose words from the list that apply to Noah and write down their reasons for choosing those words.</p> <p><b>Analytical paragraphs</b></p> <ul style="list-style-type: none"> <li>Students are reminded of what a paragraph is and that you should be able to see where paragraphs change in a piece of writing.</li> <li>They are then told that they will be writing their own paragraphs but that they will be thinking carefully about a story rather than writing a story.</li> </ul> <p><b>Correct points</b> Students are taught what makes a correct point. Teacher modelling of examples and non-examples.</p> <p><b>Worksheet</b> Students work through the work sheet, deciding which points are correct. The answers are given on the subsequent slides.</p> <p><b>Independent work</b> Students write up their own points for the passages they are given.</p> <p><b>Mastery assessment plenary</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Writing Correct Points worksheet</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 11</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>Mr Bumble blames meat for Oliver's behaviour.</li> <li>It is decided that Oliver shall return to the workhouse.</li> <li>Oliver is thrown into the cellar and escapes to go to London.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> How are Oliver and Noah Claypole different? How are they similar?</p> <p><b>Recap</b> Teacher led summary of what has happened in the previous chapter.</p> <p><b>Reading</b> Whole class reading of Chapter 6.</p> <p><b>Comprehension</b> Students discuss the comprehension questions in pairs.</p> <p><b>Recap</b> Students decide whether each of the points about Oliver is true or false.</p> <p><b>Drama Activity</b> Students act out the conversation between Mr Bumble and the Sowerberries, using the script. Groups of 4.</p> <p><b>Multiple Choice Quiz</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Chapter 6 Drama Activity Script</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 12</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>Oliver first goes to see his friend Dick in the workhouse.</li> <li>Dick appears very unwell and they say goodbye.</li> <li>Oliver starts his long and challenging journey.</li> <li>After several tiring days, he arrives in London.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now:</b> Students write three correct points to answer the question about how Oliver is presented in the novel so far, using the vocabulary and checklist to help them.</p> <p><b>Recap</b> Teacher to remind students why Oliver ran away to London.</p> <p><b>Recap</b> Students briefly discuss what they remember about Dick (as Oliver is going to return to say goodbye to him in this chapter).</p> <p><b>Reading</b> Whole class reading of Chapter 7.</p> <p><b>Comprehension</b> Students discuss and write down their answers to the questions about Chapter 7 and then discuss how the images relate to Oliver's journey to London.</p> <p><b>Consolidating Understanding</b> Students consolidate their understanding of Oliver's life so far by writing a paragraph about the challenges that Oliver has faced so far. Students discuss first and are provided with a model and guiding vocabulary.</p> <p><b>Fortnightly Quiz</b> Students complete quiz.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>

# Week 5

**Key vocabulary:**  
streetwise, to dodge, pickpocket, handkerchief, criminal gang

Lesson 13	<p><b>Mastery Content</b></p> <ul style="list-style-type: none"> <li>• Oliver arrives in London.</li> <li>• London is big and exciting but also quite dangerous.</li> <li>• Oliver meets The Artful Dodger who wears clothes that are too big for him.</li> <li>• Dodger brings Oliver food and offers him a place to stay with a kind old gentleman.</li> </ul>	<p><b>Lesson guide</b></p> <p><b>Do Now</b> What sort of things make Oliver vulnerable on his journey to London?</p> <p><b>Recap</b> Teacher led recap of what students have found out about Victorian London.</p> <p><b>Reading</b> Whole class reading of Chapter 8.</p> <p><b>Comprehension</b></p> <ol style="list-style-type: none"> <li>1. Students re-read the description of London and pick out the good and bad things about the city.</li> <li>2. Students write down their answers to the comprehension questions about Dodger.</li> </ol> <p><b>Discussion</b> Students discuss how Oliver and Dodger are similar.</p> <p><b>Multiple Choice Quiz</b> Students to complete mastery quiz. Address misconceptions.</p>	<p><b>Resources</b></p> <p>London at Last</p>
Lesson 14	<p><b>Mastery Content</b></p> <ul style="list-style-type: none"> <li>• Dodger is a pickpocket.</li> <li>• Dodger is an ugly, strange, dirty and young boy, who acts like a man.</li> <li>• Close reading of Dodger's introduction.</li> </ul>	<p><b>Lesson guide</b></p> <p><b>Do Now</b> Write down three words that describe Dodger and explain your choices.</p> <p><b>Extension:</b> Does Dodger seem vulnerable to you? Why/ why not?</p> <p><b>Recap</b> Students listen to the clip of Jack the chimney sweep from lesson 2 again to recap what life was like for poor children living in London.</p> <p><b>Preparation for Reading</b> Explicit teaching of differences between the Classic Starts edition and the original novel and of how to use a glossary as today they will be looking at the original novel for the first time.</p> <p><b>Reading</b> Whole class reading of original extract- description of Dodger. This is followed by explicit teaching that Dodger is a pickpocket as knowing this allows students to get a lot more out of the passage and upcoming section.</p> <p><b>Close Analysis</b> Teacher to take students through close analysis and annotation of the passage.</p> <p><b>Dodger</b> Students create correct points about Dodger based on the sentence from the passage.</p> <p><b>Multiple Choice Quiz</b> Students to complete mastery quiz. Address misconceptions.</p>	<p><b>Resources</b></p> <p>Dodger Close Reading Blank Copy (Student)</p> <p>Dodger Close Reading Annotated Copy (Teacher)</p>
Lesson 15	<p><b>Mastery Content</b></p> <ul style="list-style-type: none"> <li>• Fagin runs a gang of pickpockets.</li> <li>• They steal handkerchiefs.</li> <li>• Fagin is initially kind and generous towards Oliver.</li> <li>• Oliver is vulnerable when he arrives in London and decides to stay with Fagin.</li> </ul>	<p><b>Lesson guide</b></p> <p><b>Do Now</b> What does the quotation about Dodger's clothes tell us about him?</p> <p><b>Context</b> Explicit teaching of what a handkerchief is and that Fagin runs a gang of pickpockets that steal handkerchiefs for him. Knowing this in advance allows the students to get more out of the passage.</p> <p><b>Reading</b> Whole class reading of Chapter 9</p> <p><b>Comprehension</b></p> <ol style="list-style-type: none"> <li>1. Questions about how Oliver's meal at Fagin's is different to the other meals he has had in his life.</li> <li>2. Re-reading of a specific passage and annotating it with how Fagin treats Oliver.</li> <li>3. How is Oliver vulnerable when he decides to stay with Fagin?</li> </ol> <p><b>Multiple Choice Quiz</b> Students to complete mastery quiz. Address misconceptions.</p>	<p><b>Resources</b></p>

# Week 6

**Key vocabulary:**  
pickpocket, to betray, naïve, transportation, execution, theft

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 16</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>Oliver wakes up and notices Fagin looking at his jewels and Fagin snaps at him in a threatening way.</li> <li>Fagin is selfish.</li> <li>Fagin teaches Oliver a new game: how to pick pockets.</li> <li>Fagin is a villain because he tricks Oliver into learning how to steal.</li> <li>Nancy and Bet arrive and Oliver thinks Nancy is beautiful.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> Who is Fagin? Four questions.</p> <p><b>Reading</b> Whole class reading of Chapter 10.</p> <p><b>Comprehension</b> Students discuss the questions with a partner.</p> <p><b>Video</b> Students watch the video of the film for cultural capital.</p> <p><b>Vocabulary</b> Explicit teaching of the word villain with questions about which characters in the novel could be considered as villains and what makes Fagin a villain.</p> <p><b>Analytical Paragraphs</b> Students have looked at how to write correct points and how to annotate quotations. They now have a look at how to write a full analytical paragraph to answer the question 'How is Fagin presented in Chapter 10?'</p> <ol style="list-style-type: none"> <li>Teacher leads annotation of a quotation about Fagin.</li> <li>Students come up with their own points and then model points are provided.</li> <li>Instructions and key phrases are given to help students write up their paragraph.</li> <li>A grammar check slide is provided.</li> <li>A model answer is provided.</li> </ol> <p><b>Multiple Choice Quiz</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Comprehension - Crime</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 17</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>Oliver goes out with Dodger and Charley.</li> <li>The word naïve</li> <li>Oliver is naïve not to realise that the boys are out on a pickpocketing mission.</li> <li>They steal a man's wallet and Oliver understands the 'game'.</li> <li>Oliver is blamed for the theft and falls over as he runs away.</li> <li>Mr Brownlow pities Oliver.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> Which of these words do and do not describe Fagin?</p> <p><b>Reading</b> Whole class reading of chapter 11.</p> <p><b>Comprehension</b> Students discuss the answers to the questions in pairs and then discuss what Dodger, Oliver and Mr Brownlow must be thinking about what just happened.</p> <p><b>Vocabulary</b> Explicit teaching of the word naïve and how it applies to Oliver in this chapter.</p> <p><b>Vocabulary recap</b> Students write one-two sentences about Oliver and then Fagin, using the words on the slide, to recap the vocabulary they have come across so far in the unit.</p> <p><b>Multiple Choice Quiz</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 18</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>That there was a lot of crime in Victorian London.</li> <li>The most common crime was theft.</li> <li>A lot of children were thieves.</li> <li>You could be put in prison, transported or hung for lots of crimes.</li> <li>Oliver is taken to the courthouse.</li> <li>The book-keeper says Oliver is innocent and Mr Brownlow takes him away.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> How do the four images relate to what we read last lesson?</p> <p><b>Reading</b> Whole class reading about crime and punishment in Victorian London.</p> <p><b>Comprehension</b> How do each of the images relate to what you have read?</p> <p><b>Recap</b> Explicit teaching of what has happened to Oliver and what is likely to happen to him next.</p> <p><b>Reading</b> Whole class reading of Chapter 12. Notes about what a Courthouse on the slide that introduces the chapter.</p> <p><b>Comprehension</b> Students write down their answers to the questions.</p> <p><b>Mr Brownlow</b></p> <ol style="list-style-type: none"> <li>Students read how both Fagin and Mr Brownlow react to Oliver's arrest and write down what this tells us about them.</li> <li>Teacher explains that Mr Brownlow is the voice of Dickens in the novel (kind, cares about the poor and well educated).</li> </ol> <p><b>Fortnightly Quiz</b> Students complete quiz.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Crime and Punishment in Victorian English</p>

# Week 7

**Key vocabulary:**  
violence, criminal, vicious, short-tempered

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 19</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>• Oliver wakes up in Brownlow's house and meets Mrs Bedwin.</li> <li>• Oliver feels very safe for the first time in his life.</li> <li>• Bill Sikes is introduced.</li> <li>• Close reading of Bill's introduction.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> Questions about what happened to Oliver at the courthouse.</p> <p><b>Reading</b> Whole class reading of chapter 13 (Read to <b>'This time, however, they were tears of joy.'</b>)</p> <p><b>Comprehension</b> Students asked to think about why Oliver cries when he does. Teacher explains that the class will be reading about Bill in the original extract. First, the class re-reads the extract about Bill from Chapter 13 and makes a list of what they learn about him.</p> <p><b>Reading of Original Extract.</b></p> <ol style="list-style-type: none"> <li>1. Teacher reiterates that class will read the introduction of Bill in the original extract.</li> <li>2. Read the extract together.</li> </ol> <p><b>Comprehension</b> Students discuss the comprehension questions with their partner.</p> <p><b>Annotation</b> Teacher points out that assessment will be on Bill Sikes and models how to annotate one of the quotations from the passage.</p> <p><b>Quotation hunter</b> Introduce the idea of the quotation hunter. Students write the annotated quotation up into the quotation hunter, annotate one together (answer slide provided) and write it up in quotation hunter as well.</p> <p><b>Multiple Choice Quiz</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Bill Sikes' Introduction</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 20</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>• Oliver is very happy in his new life with Mr Brownlow.</li> <li>• Bill is violent towards his dog.</li> <li>• He cannot control his temper.</li> <li>• Oliver is in danger.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> How has Oliver's luck changed recently? <b>Extension:</b> What would probably have happened to him if his luck hadn't changed?</p> <p><b>Reading</b> Whole class reading of Chapter 13 (<b>Start reading from, 'Meanwhile, in a more remote part of the city, Fagin was meeting with Dodger, Nancy and Bill Sikes.'</b>)</p> <p><b>Comprehension</b> Students discuss the questions.</p> <p><b>Reading of original extract</b></p> <ol style="list-style-type: none"> <li>1. Teacher explains that the class is going to read another extract from the original novel, in which Bill is in a bad mood.</li> <li>2. Teacher details what is going to happen in the extract to reduce the burden on working memory.</li> <li>3. Whole class reading of the interaction between Bill and his dog.</li> </ol> <p><b>Comprehension</b> Students are given various events from the passage and write down the line numbers for each from the original extract.</p> <p><b>Discussion</b> Students come up with points to answer the question 'What does Bill's relationship with his dog tell us about him?' Model points and the quotations to go with them given.</p> <p><b>Quotations Analysis/ Analytical Paragraph</b></p> <ol style="list-style-type: none"> <li>1. Students then choose one of the points on the board and find a quotation from the extract to support the point.</li> <li>2. Table of the points with matching quotations is given.</li> <li>3. Class annotates one of the quotations together and students write an analytical paragraph using it.</li> </ol> <p><b>Multiple Choice Quiz</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Keep Quiet you Warmint!</p>

# Week 7

**Key vocabulary:**  
violence, criminal, vicious, short-tempered

Lesson 21

Mastery Content

- Mr Brownlow has a mysterious portrait in his house.
- Bill and Nancy kidnap Oliver and take him to Fagin's house.
- Oliver worries about disappointing Mr Brownlow.

Lesson guide

**Do Now**

Why is Oliver in danger? **Extension:** Who is to blame?

**Reading**

Whole class reading of chapter 14.

**Comprehension**

Students discuss:

1. How is Oliver's life with Mr Brownlow different to his life before?
2. Who do you think the lady in the painting is?

Answers are provided.

Students then discuss who they think the lady in the painting could be.

**Reading**

Whole class reading of Chapter 15

**Comprehension**

Students write down their answers to the questions.

**Recap**

Students are shown 7 images that illustrate different stages in Oliver's life. Students write one or two sentences about each of these images to summarise what has happened to Oliver so far in the novel. The first two are modelled and potential answers are given for the rest once they have written their sentences.

**Multiple Choice Quiz**

Students to complete mastery quiz. Address misconceptions.

Resources

# Week 8

**Key vocabulary:**  
Burglary, theft, locket, threaten

Lesson 22	<p><b>Mastery Content</b></p> <ul style="list-style-type: none"> <li>Bill wants to take Oliver on a mission he needs someone small for.</li> <li>Nancy doesn't want Bill to take Oliver but realises she can't do anything to protect Oliver.</li> <li>Monks is a mysterious character who seems to have a secret.</li> <li>You should chose quotations that:             <ol style="list-style-type: none"> <li>Show that the point is accurate.</li> <li>Avoid repeating the point</li> <li>Last no more than two lines of your writing.</li> </ol> </li> </ul>	<p><b>Lesson guide</b></p> <p><b>Do Now</b> How do these words relate to the last chapter we read?</p> <p><b>Reading</b> Whole class reading of Chapter 16.</p> <p><b>Comprehension</b> Students discuss the questions with a partner.</p> <p><b>Quotations</b></p> <ol style="list-style-type: none"> <li>Explicit teaching of what a quotation is and how to choose a correct quotation for an analytical paragraph.</li> <li>Students are shown examples and non-examples of quotations.</li> </ol> <p><b>Choosing Quotations</b></p> <ol style="list-style-type: none"> <li>Teacher explains that students will need to choose quotations carefully for their analytical paragraphs in their assessment.</li> <li>Students use the criteria to work out whether quotations are good or not with the first one done for them.</li> </ol> <p><b>Multiple Choice Quiz</b> Students to complete mastery quiz. Address misconceptions.</p>	Resources	Using Quotations
Lesson 23	<p><b>Mastery Content</b></p> <ul style="list-style-type: none"> <li>Bill Sikes takes Oliver to a cottage in the countryside in the middle of the night.</li> <li>Oliver realises that he is about to commit a crime.</li> <li>Bill threatens to kill Oliver.</li> <li>Oliver obeys Bill and breaks in the house.</li> <li>The burglary goes wrong and Oliver is hurt.</li> </ul>	<p><b>Lesson guide</b></p> <p><b>Do Now</b> Questions about Bill's comment that he needs someone small to go through the window with him.</p> <p><b>Extension:</b> Oliver is <b>vulnerable</b>. Why is this good for Bill?</p> <p><b>Original Extract Reading</b> Whole class reading of the breaking in extract from 'It was now intensely dark' up to '<b>swung open on its hinges</b>'.</p> <p><b>Comprehension</b> Students put the events in order.</p> <p><b>Original Extract Reading</b> Whole class continue to read extract up to 'planted him safely on the floor inside'.</p> <p><b>Comprehension</b> Students discuss the questions.</p> <p><b>Original Extract Reading</b> Whole class continue to read extract.</p> <p><b>Comprehension</b> Students write down their answers to the questions.</p> <p><b>Quotation Hunter</b> Students discuss, annotate and put quotation in Quotation Hunter.</p> <p><b>Multiple Choice Quiz</b> Students to complete mastery quiz. Address misconceptions.</p>	Resources	Breaking In
Lesson 24	<p><b>Mastery Content</b></p> <ul style="list-style-type: none"> <li>Mr Brownlow contacts the workhouse for information.</li> <li>The Bumbles go to visit Mr Brownlow.</li> <li>They give him a locket that belonged to Oliver's mother.</li> <li>Mr Brownlow pays them some money and sends them away.</li> <li>He has discovered something important about Oliver's past.</li> </ul>	<p><b>Lesson guide</b></p> <p><b>Do Now</b> What crimes have each of the characters committed? <b>Extension:</b> rank them in order of most serious crime to least serious and give reasons for your answers.</p> <p><b>Context</b> Explicit teaching of what a locket is.</p> <p><b>Reading</b> Whole class reading of Chapter 18</p> <p><b>Comprehension</b> True or false statements about the chapter.</p> <p><b>Quotations</b> Students find quotations from the chapter to support the points given (deliberate practice of choosing correct quotations).</p> <p><b>Multiple Choice Quiz</b> Students to complete mastery quiz. Address misconceptions.</p>	Resources	

# Week 9

## Key vocabulary:

Plot, victim, danger, brave, betray

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 25</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>• Oliver wakes up in the house he broke into last night.</li> <li>• He meets Rose Maylie, Harry and Mrs Maylie, who are kind.</li> <li>• Oliver is a noble hero.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> Explain what happened during the robbery.</p> <p><b>Reading</b> Whole class reading of Chapter 19.</p> <p><b>Comprehension</b> Students write down their answers to the questions and then put the events of Oliver's life in order.</p> <p><b>The Maylies</b> What did we find out about each of these characters?</p> <p><b>Oliver Twist</b></p> <ol style="list-style-type: none"> <li>1. Re-read Rose Maylie's quotation.</li> <li>2. Students decide whether they agree with the statement about him or not.</li> <li>3. Students justify their answer by writing down some things that happen to Oliver and how he reacts to them.</li> </ol> <p><b>Multiple Choice Quiz</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 26</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>• Fagin and Bill are planning their next move.</li> <li>• Monks warns them that Oliver can't be trusted.</li> <li>• Fagin grows suspicious of Nancy.</li> <li>• Nancy is a vulnerable character who we feel sympathy for. She is a victim.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> What are the <b>differences</b> between the Maylie family and Fagin's gang?</p> <p><b>Extension:</b> What are the <b>similarities</b> between the Maylie family and Fagin's gang?</p> <p><b>Reading</b> Whole class reading of Chapter 20.</p> <p><b>Comprehension</b> Students discuss the comprehension questions.</p> <p><b>Nancy</b> Explicit teaching for recap of the facts about Nancy's character.</p> <p><b>Vocabulary</b> Explicit teaching of the word victim which is then linked to the word villain.</p> <p><b>Victim of villain?</b> Students decide whether each of the characters is a victim or a villain and give reasons for their answers.</p> <p><b>Quotations</b> Students find a quotation to support the point that Nancy is a victim.</p> <p><b>Multiple Choice Quiz</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 27</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>• Mr Brownlow learns that Oliver is safe and innocent.</li> <li>• Nancy visits Mr Brownlow and tells him that Oliver is in danger.</li> <li>• Nancy won't go to the police because she wants to protect Bill.</li> <li>• Mr Brownlow knows Monks, who is still following Nancy.</li> <li>• Nancy is in danger.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> What makes Nancy's plan so dangerous? Why does she go through with it anyway?</p> <p><b>Reading</b> Whole class reading of Chapter 21</p> <p><b>Comprehension</b> Find two pieces of information each character gives Mr Brownlow.</p> <p><b>Nancy</b> Students discuss the comment about Nancy showing that it is possible to be a good person, even in Bill and Fagin's cruel world.</p> <p><b>Analytical Paragraphs</b> Students write analytical paragraphs about how Nancy is presented. They are supported in the following ways:</p> <ol style="list-style-type: none"> <li>1. They should use the vocabulary given to write their point which they discuss with their partner and can then check against the teacher models.</li> <li>2. They find quotations in Chapter 21 to support their points and can then check against the teacher models.</li> <li>3. Sentence stems, grammar check and model.</li> </ol> <p><b>Multiple Choice Quiz</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>

# Week 10

## Key vocabulary:

Transportation, murder, hard labour, inheritance

Lesson 28	Mastery Content	Lesson guide	Resources
Lesson 29	<ul style="list-style-type: none"><li>• Dodger is sent to Australia for his crimes.</li><li>• Monks arrives at the house and tells Sikes about Nancy's visit to Mr Brownlow.</li><li>• Sikes finds out about Nancy's betrayal.</li><li>• Nancy is in danger.</li></ul>	<p><b>Do Now</b> What does the Artful Dodger do for a living? Was this common in Victorian England? Why? <b>Extension:</b> How were thieves punished if they were caught in Victorian England?</p> <p><b>Reading</b> Whole class reading of chapter 22</p> <p><b>Comprehension</b> What is Dodger's crime? What is his punishment?</p> <p><b>Context Recap</b> Teacher to recap what transportation was and what made it so horrible.</p> <p><b>Dodger</b> Recap of what a villain and a victim is and discussion about whether Dodger is more of a villain or a victim. Students write down whether they think he is a villain or a victim and their reasons.</p> <p><b>Reading</b> Students reread the passage that describes Bill's reaction to Monks' news.</p> <p><b>Comprehension</b> Students predict what they think Bill is going to do.</p> <p><b>Multiple Choice Quiz</b> Students to complete mastery quiz. Address misconceptions.</p>	
Lesson 30	<ul style="list-style-type: none"><li>• Bill kills Nancy.</li><li>• People chase after him and call him a murderer.</li><li>• Fagin and Charley refuse to help Bill.</li><li>• He jumps across the rooftops and falls to his death.</li></ul>	<p><b>Do Now</b> What has Bill just been told about Nancy? How does he react to this news?</p> <p><b>Reading</b> Whole class reading of chapter 23.</p> <p><b>Comprehension</b> True or false quiz.</p> <p><b>Bill Sikes</b></p> <ol style="list-style-type: none"><li>1. Students discuss why Bull's Eye doesn't go with Bill.</li><li>2. Students then discuss Charley's accusation that Bill is a monster.</li></ol> <p><b>Quotation Hunter</b> Students use their understanding of how to choose good quotations to choose one from the past two chapters to add to their quotation hunter.</p> <p><b>Analytical Paragraph</b> Students write an analytical paragraph about how Bill is presented at the end of the novel. The usual scaffolding is provided.</p> <p><b>Multiple Choice Quiz</b> Students to complete mastery quiz. Address misconceptions.</p>	
	<ul style="list-style-type: none"><li>• Oliver is happy in his new life. Mr Brownlow comes to visit.</li><li>• Fagin has been sentenced to a life of hard labour.</li><li>• Mr Brownlow explains Oliver's connection to Monks.</li><li>• He tells them the story of the painting and the locket.</li><li>• Oliver is happy with his Aunt Rose and receives his inheritance.</li><li>• Not everyone is as lucky as Oliver.</li></ul>	<p><b>Do Now</b> Write down the statement you agree with the most and give your answers: 'Bill Sikes is a villain who no one should feel sorry for' or 'Bill Sikes is a complicated character who we should feel a bit sorry for'.</p> <p><b>Reading</b> Whole class reading of chapter 24.</p> <p><b>Comprehension</b> Students discuss their answers to the questions, put the plot in order and write a 50-word summary of the whole story.</p> <p><b>Moral</b> Students discuss whether they agree that 'The novel 'Oliver Twist' shows us that it is possible to be a good person, no matter what happens in your life'.</p> <p><b>Exit Ticket</b> What did you enjoy most about reading Charles Dickens' classic story, 'Oliver Twist'?</p> <p><b>Mastery fortnightly quiz</b> It's time for students to complete their fourth fortnightly quiz. The questions are taken from the last 6 lessons (including this one). Print out a copy of the quiz and ask students to complete the quiz on paper. Remember to record the results on the quiz tracker.</p>	